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ABSTRACT

Materials contained in this compendium synthesize the career education activities and strategies developed in a project designed to facilitate career education in the schools through a linkage approach involving Shippensburg State College and three intermediate units that include 26 school districts. The program is described in which 80 vocational educators, administrators, curriculum coordinators, counselors, and classroom teachers participated in a 3-day workshop and seven subsequent seminars held in each of the intermediate units. Contents include the workshop invitational letter, registration form, program, and list of participants, and abstracts of workshop presentations on the following topics: "Career Education Three Years Later, Manpower Information: Implications for Career Education," "Career Education: The TIMES Project, Career Education in Pennsylvania: On-going Projects," "Research in Career Education: What Meaning for Us?" "Activities Funded by the Research Coordinating Unit: An Overview," "Evaluation of Selected Career Resource Centers in Pennsylvania," "Career Clusters in Career Education," "The Elementary and Middle School Counselor's Role as a Consultant in Development Career Education Programs," and "Career Education: Where Do We Go from Here." Seminar consultants are listed and participant responses to the career education workshop evaluation are also included. (TA)

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CAREER EDUCATION

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Acknowledgements

This compendium attempts to synthesize in one place the Career Education activities and strategies which were developed as a result of the Career Education project entitled "Career Education: A Linkage Approach Involving a State College and Three Intermediate Units." A project of this magnitude, which included three intermediate units, twenty-six school districts and a number of professional personnel, could not have been accomplished without the essential cooperation of the key personnel involved. Recognizing that space limitations prevent our identification of all of the people who made contributions to this project, we want to recognize these people: Dr. John Struck, Director, Bureau of Vocational, Technical, and Continuing Education, the Pennsylvania Department of Education; Mr. Kenneth Swatt, Bureau of Vocational Education and Project Monitor; Mr. Clay Burkholder, Director, and Mr. Roy Wilson, Assistant Director, Tuscarora Intermediate Unit #11; Dr. Irvin Karam, Director, and Mr. M. Francis Coulson, Assistant Director, Lincoln Intermediate Unit #12; and Mr. Bruce Conner, Director, and Dr. John Nagle, Assistant Director, Capital Area Intermediate Unit #15.

A special note of thanks is paid to the following individuals for providing the use of their schools and facilities without which the seminars could not have been conducted: Mr. Fred Radle, Mt. Union School District; Dr. Samuel Sanzotto, Cumberland Valley School District; and Mr. Charles Hash, Conewago Valley School District.

Lastly, we want to thank all of the superintendents of the various school districts who participated in this project and who made it possible for their teachers to attend the workshops, seminars, and field trips. Their cooperation as well as that of the individuals previously mentioned was a real manifestation of Career Education as "a linkage approach."

An Abstract of the Proposal

The purpose of this project is to facilitate career education in the schools through a linkage approach involving Shippensburg State College and three intermediate units, namely: Tuscarora Intermediate Unit #11, which includes these Pennsylvania counties: Fulton, Huntingdon, Juniata, and Mifflin; Lincoln Intermediate Unit #12, which includes Adams, Franklin, and York Counties; and Capital Area Intermediate Unit #15, which includes Cumberland, Dauphin, Perry, and Northern York Counties.

Included in the project were eighty (80) teacher participants from the three intermediate units just mentioned. By involving these teachers as well as intermediate units in a career education linkage approach, Shippensburg will hopefully serve more school districts than it can possibly serve by attempting to do this project on its own.

The objectives or goals of this proposal are as follows:

1. To promote career education as a concept which embraces all students, all teachers, and all curricula.

2. To help vocational and academic teachers to develop an initiatory plan for implementing career education in a school system.

3. To increase the knowledge of administrators and vocational and academic teachers, curriculum specialists, and counselors about the world of work.

4. To develop an understanding of the relationship between the teacher's subject matter area and the world of work.

5. To help the participating teachers employ a clusters approach to illustrating the complexity levels -- from low proficiency to high proficiency -- of the subject matter taught.

6. To help the participating teachers to develop the skills necessary for collecting, analyzing, and disseminating career information to their students.

7. To help the participating teachers understand the psychological, sociological, and economic influences which affect the career decision-making process.

8. To promote the dignity of work and the inter-dependency of occupatinns and occupational groups.

9. To help the participating vocational and academic teachers, administrators, counselors, and curriculum specialists understand the career development process and its components of self-awareness, career awareness and career exploration.

As was stated before, Shippensburg State College, by working in a cooperative arrangement with three intermediate units, will serve more school districts and, hopefully, achieve more goals than would be possible if Shippensburg State College were the only institution participating in this project.

The total number of participants will include eighty (80) educators from central Pennsylvania. Their number shall consist of a cross-section from the following disciplines or areas of responsibility:

(a) Vocational Educators

(b) Administrators

(c) Curriculum Coordinators

(d) Counselors

(e) Classroom Teachers

A three-day workshop involving the eighty participants will be held at Shippensburg State College on July 30, 31, and August 1, 1973. The propose of the workshop will be to orient participants about "what," "why," and "how" of career education, and to develop a preliminary plan for implementing the concept.

As a follow-up to the summer workshop, seven (7) seminars will be held in each of the three intermediate units, namely Tuscarora Intermediate Unit #11, Lincoln Intermediate Unit #12, and Capital Area Intermediate Unit #15. These sessions will be conducted during the period September through April of the 1973-74 academic year.

The seminars, which will be oriented toward continuous staff development, will focus attention on implementing career education in the schools. The development and review of initiatory plans will be a continuous part of this implementation strategy.

This project will involve the following personnel:

(a) Project Directors

(b) Intermediate Unit Directors

(c) In-service Teachers

(d) Consultants/Lecturers

(e) Directors of On-going Career Education Projects

(f) Other Appropriate Personnel

The conference directors for the summer workshop will be Dr. Lloyd W. Showers, Director of the Shippensburg State College Educational Development Center, Mr. Wilson D. Wenk, Assistant Director of the Shippensburg State College Educational Development Center, and Dr. Michael A. Ciavarella, Professor of Counselor Education at Shippensburg State College. The summer planning and orientation workshop will be held eight hours per day on July 30 and 31, with three hours in the morning, three hours in the afternoon and an evening session of two hours. On Wednesday, August 1, there will be a three hour session in the morning followed by a concluding

two hour session in the afternoon. Subsequent to the three day workshop, there will be seven field seminars, two hours in duration, in each of the three intermediate units beginning with the 1973-74 school year.

Periodic assessment will be made to determine the extent to which the program objectives are being met. Observations, modifications, and revisions in curriculum guides and lesson plans will be used in helping to make these assessments. In addition, participants will be asked to submit strategy plans which will be evaluated by project directors and consultants. Where feasible, pre and post tests will be administered to determine changes in attitudes, knowledge about occupations, knowledge about career development, career decision-making, and general understandings about career education. In addition to the self-assessments, an independent evaluation will be made by an evaluator not involved in the project. The findings of the independent evaluation will be submitted to the Pennsylvania Department of Education as a document separate from the planned compendium.

CAREER EDUCATION WORKSHOP

July 30 - August 1, 1973
Reisner Hall
Shippensburg State College

A Career Education Workshop with no cost to the participants will be held this summer at Shippensburg State College. This program will be given for a select number of teachers in conjunction with three Intermediate Units, namely Tuscarora Intermediate Unit #11, Lincoln Intermediate Unit #12, and Capital Area Intermediate Unit #15. The workshop will begin with orientation and planning sessions on July 30, 31 and August 1, 1973. These sessions will be held in preparation for a continuation of the program during the 1973-74 school year. The summer workshop will be conducted by leaders from a number of fields including manpower specialists, curriculum coordinators, vocational educators, and counselor educators.

The workshop will gear its attention toward activities designed to help participants to develop the necessary skills, understandings, and attitudes for modifying and developing programs which nurture the career education concept.

During the fall and spring, a series of seven seminars will be held in each of the three Intermediate Units involved. At each seminar the teachers will have an opportunity of exchanging views, ideas and activities dealing with career education.

The Educational Development Center of Shippensburg State College has received a grant for the promotion of Career Education under the Education Profession Development Act (EPDA). Therefore, room, board, registration, and mileage will be paid by the grant for all participating teachers. Two hours in-service credit are available for teachers who complete the workshop and the subsequent seven seminars.

Teachers desiring to register or get additional information for this workshop should contact their Intermediate Unit Directors or the Educational Development Center, Box 491, Shippensburg State College.

EDUCATIONAL DEVELOPMENT CENTER
SHIPPENSBURG STATE COLLEGE
SHIPPENSBURG, PA 17257

Registration for Career Education Workshop
July 30, 31, August 1, 1973

Participant's Name _____

Home Address _____

_____

Phone Number (Home) _____
Area Code Phone Number

Name of School District _____

Participant's Assignment _____

School Address _____

_____

Phone Number (School) _____
Area Code Phone Number

_____ Double Room

_____ I will commute.

Room, board, and registration will be paid by the grant. Mileage for one round trip to and from the college will be paid by the grant. Meetings and/or activities are scheduled for the evenings of July 30 and 31.

I also plan to participate in the seven sessions held in the local Intermediate Unit during the next school year.

_____
Signature

CAREER EDUCATION WORKSHOP

July 30 - August 1, 1973
Reisner Hall
Shippensburg State College

Program

Monday, July 30, 1973

8:15 a.m.--10:15 a.m.	Registration, Greetings, Conference Plans
	Dr. Gilmore B. Seavers, President Shippensburg State College
	Dr. Lloyd W. Showers, Director of Educational Development Center Shippensburg State College
	Dr. Chester S. Eastep, Dean of Professional Studies Shippensburg State College
	Dr. Michael A. Ciavarella, Professor of Counselor Education Shippensburg State College
	Mr. Kenneth A. Swatt, Personnel Development Coordinator Pennsylvania Department of Education
10:15 a.m.--10:30 a.m.	Coffee Break
10:30 a.m.--12:00 noon	"Career Education Three Years Later" -- Dr. Sidney High, Chief, Program Development and Operations, Bureau of Vocational and Technical Education, the U. S. Office of Education
12:00 noon--1:00 p.m.	Lunch -- Reisner Hall
1:15 p.m.--2:15 p.m.	Presiding -- Mr. Wilson D. Wenk, Assistant Director, Shippensburg State College Edu- cational Development Center
	"Manpower Information: Implications for Career Education" -- Dr. Stephen Franchak, Research Associate, Research Coordinating Unit, Pennsylvania Department of Education
2:15 p.m.--2:30 p.m.	Coffee Break

2:30 p.m.--3:15 p.m.	Film -- "Career Education" Followed by Discussion
3:15 p.m.--4:15 p.m.	"Let's Share -- What Did We Learn Today About Career Education?"
6:30 p.m.--8:30 p.m.	Dinner Meeting -- Reisner Hall
	"Career Education and Vocational Education: Exploring the Relationship" -- Dr. John Struck, Director, Bureau of Vocational, Technical, and Continuing Education, the Pennsylvania Department of Education
	Presiding -- Dr. Lloyd W. Showers, Director, Shippensburg State College Educational Development Center
	Announcements

Tuesday, July 31, 1973

8:45 a.m.--12:00 noon — Group Sessions (Three Groups)
"Career Education in Pennsylvania: On-going Projects"

Sessions	Time		
	8:45 a.m.	10:00 a.m.	11:00 a.m.
Group:	1	2	3
Admiral Peary Vocational - Technical School, Dr. Edward Lareau, Project Director Presiding: Dr. Lloyd W. Showers, Director of Educational Development Center			
Group:	2	3	1
Crawford County Career Education Center, Mr. David Minnis, Assistant Project Director Presiding: Dr. Michael A. Ciavarella, Professor of Counselor Education at Shippensburg State College			
Group:	3	1	2
McKeesport Area Schools, Miss Judith L. Bookhamer, Project Coordinator Presiding: Mr. Wilson D. Wenk, Assistant Director of Educational Development Center			

9:45 a.m.--10:00 a.m.	Coffee Break
12:00 noon--1:00 p.m.	Lunch -- Reisner Hall
1:15 p.m.--3:30 p.m.	Group Sessions (Two Groups)

"Research in Career Education: What Meaning for Us?" --

Panelists:

Dr. Carroll Curtis, Director, Research Coordinating Unit, the Pennsylvania Department of Education
Dr. Clarence Dittenhafer, Research Associate, Research Coordinating Unit, the Pennsylvania Department of Education
Mr. James Lewis, Research Associate, Research Coordinating Unit, the Pennsylvania Department of Education
Presiding: Dr. Lloyd W. Showers, Director of Educational Development Center

"Career Clusters in Career Education" --
Mr. Robert Nagle, Director, Lehigh County Vocational-Technical School
Presiding: Mr. Wilson D. Wenk, Assistant Director of Educational Development Center

Sessions	Time	
	1:15 p.m.	2:30 p.m.
"Research"	Group 1	2
"Career Clusters"	Group 2	1

2:15 p.m.--2:30 p.m.	Coffee Break
3:30 p.m.--4:15 p.m.	"Let's Share --What Did We Learn Today About Career Education?" Presiding: Staff
6:00 p.m.--7:00 p.m.	Dinner -- Reisner Hall
7:15 p.m.--9:15 p.m.	"Career Awareness in the Schools" -- Mr. John Slimmer, Elementary School Counselor, Chambersburg Area Schools Presiding: Staff

Announcements

Wednesday, August 1, 1973

9:00 a.m.--10:15 a.m.	"Career Education in the Curriculum: Developing an Initiatory Plan" -- Dr. Michael Ciavarella, Professor of Counselor Education, Shippensburg State College
10:15 a.m.--10:30 a.m.	Coffee Break
10:30 a.m.--12:00 noon	"Sharing Your Initiatory Plan" -- Group Interaction Mr. Wilson D. Wenk, Assistant Director, Educational Development Center Dr. Michael Ciavarella, Professor of Counselor Education, Shippensburg State College
12:00 noon--1:00 p.m.	Lunch -- Reisner Hall
1:15 p.m.--2:00 p.m.	"Career Education -- Where Do We Go From Here?" -- Mr. James W. Wilson, Career Education Project Director, Washington County Board of Education, Hagerstown, Maryland Presiding: Dr. Chester S. Eastep, Dean, School of Professional Studies, Shippensburg State College
2:00 p.m.	Adjournment

CAREER EDUCATION WORKSHOP
July 30, 31, & August 1, 1973

Shippensburg State College
Resiner Hall

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1. Claire Aston
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Tuscarora Intermediate Unit #11

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R.D. #1
Boiling Springs, PA 17007
Northern York County Schools

Abstract

Presenter: Dr. Sidney High, Chief of Program Development and Operations, Bureau of Vocational and Technical Education, U. S. Office of Education

Topic: "Career Education Three Years Later"

Date: July 30, 1973

Dr. Marland, the U. S. Secretary for Education, has made Career Education the top priority thrust in his administration. This thrust at the highest national and state levels of educational leadership is not a fad or passing fancy. Career Education is not a concept that has emerged suddenly. Rather it is a culmination of about a quarter of a century of careful university-based research on the Career Education process. From the conceptualization of Career Education, it has been inferred that school experiences in Career Education should be arranged so as to be informational and orientational at the elementary level, orientational and exploratory at the middle school level, exploratory and preparational at the high school and college level, and have opportunities for upgrading and retraining throughout a person's adult life. The need for a move in Career Education from a theoretical stage into actual operating situations was perceived in about 1967 by one of our nation-wide advisory councils. This council included people from the corporate world, from labor and management, from the lay public and from the field of education. It operated for about a year and made recommendations to the U. S. Congress. In their final report, published in 1968, they conceived an approach to Career Education that could be implemented

through the public school system and recommended funds and authority for the Commissioner of Education to support some pilot projects which would demonstrate the Career Education theories in public school settings. This became law (part B, Public Law 90-576) in which Congress spelled out the major elements in what we now call Career Education and made a relatively small amount of money available each year for pilot projects in Career Education.

There are three main strands of Career Education throughout the whole program: first, which begins from 1-12, is directed toward helping a student to develop his own self-awareness. He's helped to understand his own strengths and weaknesses, his attitudes and capabilities, and his interest and needs to make a realistic evaluation of himself in relation to the many career options in the world of work. At the same time he is helped to develop direction setting and decision making skills which will be useful throughout his life time to compare his self-interest and abilities with a variety of potential career options. The second strand is to help the student develop favorable attitudes about the personal, social and economic significance of work. He is helped to understand that work is more than earning a pay-check, that the performance of interesting, productive and satisfying work is a part of a person's psychological development and fullfillment. Third is development of career awareness in the early grades to broaden a student's horizons, leading to various

in depth explorations of the career clusters of his choice, and proceeding into specialization of a particular cluster. This three strand program culminates in a feature which calls for 100% placement of all students who exit from the school system. If the Career Education program is functioning properly, it should be able to place each student into either further education or a work situation.

Any scheme for clustering jobs should meet four requirements. (1) The cluster scheme should be such that it encompasses all the jobs in the dictionary of occupational clusters, any one of the jobs listed should fit into some one of the clusters designated. (2) Each cluster that is established should include jobs at all levels from entry level, through skilled jobs, technical, and professional jobs. Each cluster should contain a logical career ladder of jobs requiring increasing levels of education. (3) Each cluster should be related to an identifible group of employers. For example, the health cluster should identify, within the community, a group of employers such as hospitals, dentists, doctors, etc., who could relate to this particular cluster. (4) The clusters should be enduring over time. That is, each cluster should represent a continuing societal function which will be carried on throughout the forseeable future. Although individual jobs within the clusters may be phased out due to technological change, other new and emerging jobs will appear in each cluster to take the place of those phased out. If an individual has had well-rounded

training in the common core of a particular cluster, his flexibility for moving to another job within that cluster will be facilitated should his present job be eliminated due to technological change. He would need minimal re-training to move to another emerging job within that cluster.

The U. S. Office of Education has developed a 15 cluster system which we feel meets all the four requirements. These clusters are: construction, manufacturing, transportation, agri-business and natural resources, marine science, environmental, business and office, marketing and distribution, communications and media, hospitality and recreation, personal service, public service, health, consumer and homemaking, fine arts and humanities. This last includes ballet, theater, and literature - jobs which will probably increase as we tend more to a post-industrial economy. It's important that students become aware of this field.

Now let's take a student through. During K through 6 the student is moved systematically through a series of experiences designed to make him aware of the careers available in all 15 of the clusters and help him understand the nature of the work activities and requirements involved in each career. There are many techniques developed for engendering career awareness in elementary school pupils. These include field trips to observe the nature and kind of work representative of each of the clusters, as well as the viewing of video-tapes and film strips illustrating

the activities in each cluster. Another involves simulated activities within the classroom using the tools, material, and instruments typical of a particular cluster. Role-playing is a useful technique, as well as the reading of printed materials and utilization of audio tapes. Another approach involves interviews, discussions and interactions between students and representative practitioners, representing the various levels of jobs within each cluster. In middle school and junior high school, the student is provided with opportunities to explore in depth several of the clusters in which he has a particular interest, spending as much as a semester in each. He will have the opportunity to participate in simulated experiences, hands-on activities, role playing, and extended work observation so as to gain a valid cross-sectional understanding of the kinds of work and types of careers in the clusters under consideration. In ninth and tenth grades he would receive more in depth training in a certain cluster of interest, and begin to develop entry level skills associated with his particular cluster. If his interest holds, he would move into more specialized work in the 11th and 12th grades. Determined by whether he chooses an entry level, skilled level, technical level or professional level of that cluster, he gets the common core training and is guided into courses that would prepare him for immediate employment, 2 year college or 4 year college - still with his cluster in mind. Youngsters frequently

choose to explore many clusters before choosing one. He might choose a particular one but when faced with the reality of that field, finds that he cannot take it, i.e., chooses the health field, but finds the smell of lysol and sight of blood nauseates him. Then he may choose another - this is the purpose of exploration. He may find another cluster will give him the same satisfaction, same rewards that the first without the detriments.

The point is that each student becomes aware of the full range of careers available in all the clusters of occupations, would have opportunities to explore in depth any of these clusters and then would be helped to plan an appropriate path of education that would help him achieve his self-established career goal. The central thrust of the program is built on the individual student, the fact that he is helped to develop this broad awareness, this logical direction setting and decision making skills, he is provided with opportunities to explore various kinds of career clusters, compare his own interest and capabilities and needs with activities and requirements typical of various clusters. He is then in a position to make a rational choice of an appropriate career goal. This thorough and systematic approach to career possibilities is far better for the individual than the present system that tends to make career selection more a matter of happenstance than a rational activity. This Career Education

program provides for a full range of assistance for all students, in contrast to the over-emphasis being placed on college bound students with a general neglect of the more serious problems of those students who plan to enter the complex area of work immediately after graduation. In the Career Education program, career awareness, career exploration, appropriate preparation, and placement services are provided for every student in the school, K-12.

Abstract

Presenter: Dr. Stephen Franchak, Research Associate, Research Coordinating Unit, Pennsylvania Department of Education, Harrisburg, Pennsylvania.

Topic: "Manpower Information: Implications for Career Education"

Date: July 30, 1973

It would appear that the concept of career education implies that job market or manpower research and information is one of the primary bases for making decisions about career education plans and programs. However, the value of this information depends a great deal on an individual's willingness to use manpower information and the skill used in applying it to explicit needs.

Manpower research has been defined as the study of the quantitative and qualitative human assets of people in a given society (Patten, 1972). For the purposes of the Pennsylvania Department of Education it is viewed as the study of occupational supply/demand data and related factors. More specifically, this includes a study and utilization of various models and forecasting techniques for producing supply/demand data.

Beginning efforts by the Department of Education in manpower research began with the 1969 study of Vocational, Technical and Continuing Education, initiated by Dr. John W. Struck, Director of the Bureau of Vocational Education under contract with Dr. Walter M. Arnold. This study required the cooperative effort of the Research Coordinating Unit, the Bureau of Vocational Education and Dr. Arnold. One of the results of the study was the development of

a supply/demand model. The model became an enabling vehicle for further exploration of planning based on manpower research and information. At first, the department's interest and efforts centered on vocational education at the basic education level. However, within the past two years, the higher education level has become actively involved in exploring and using manpower research for planning and programming to at least some degree.

Because of the evident need for manpower research, the Bureau of Information Systems, Pennsylvania Department of Education, has set for itself the following goals. First, to establish a centralized system for producing manpower research and information. Second, to disseminate the results to clients responsible for educational planning and decision-making.

Some of the findings, to date, concerning the 1970-1980's, using national and state data, are as follows. The U.S. Department of Labor indicates that there will be nearly 16.5 million more jobs in 1980 than in 1970. They add that by 1980, 101 million Americans are expected to be in the national labor force, approximately 17% more than the 86 million in 1970. In Pennsylvania, the Pennsylvania Department of Labor and Industry estimated that in 1970 there were 5,041,200 individuals making up the civilian work force and that by 1980, they estimate 5,475,000; and increase of approximately 8.6%.

What about specific occupational changes? The Pennsylvania Department of Labor and Industry indicates a gradual, if not substantial, increase in percent distribution for white collar occupations and a corresponding decrease in blue collar occupations

that has taken place since 1940 will continue. Specifically, white collar occupations showing the greatest increase during the 1940-1970 period were the Professional, Technical and Kindred Workers, whose distribution increased from 8.0% to 13.5% of total employment and the Clerical and Kindred occupations increasing from 10.4% to 17.0%. They project continued growth for these categories through 1980.

This is just a very small sampling of data information available. Granted, in some cases, it is hard to understand or interpret in ways that we in education can meaningfully use. But I believe that in this past decade, and in the present one, steps are being taken to change that picture. Career education in part, because of its very nature, has caused those individuals responsible for labor market information to attempt the development of better and more usable manpower data.

The task ahead to provide meaningful and productive educational programs to meet individual as well as community industrial needs is a difficult one if educational planners and decision-makers do not recognize and use manpower information. For we can expect over supplies and under supplies of trained individuals. Without question the labor market situation in 1970-71-72 revealed this.

It is my opinion that career education by definition and prescribed goals is attempting to prevent this. But only if the planners and decision-makers recognize the importance of and use manpower research and information.

Abstract

Presenter: Dr. Edward H. Lareau, Associate Director for Research, Admiral Peary Area Vocational-Technical School, Ebensburg, Pennsylvania.

Topic: "Career Education: the TIMES Project" (TIMES: Temporally Individualized Modular Educational Scheduling)

Date: July 31, 1973

The Dictionary of Occupational Titles, Third Edition, lists over 20,000 occupational descriptions and over 35,000 occupational titles. The enormity of the possible occupational choices for any given individual, coupled with the many individual factors involved in occupational choice, have presented a formidable obstacle to both the individual and to the counselor in career counseling. The computer, with its vast memory capacity and rapid speed of exploring its own memory, can and should be used to assist both the counselor and the individual in selecting and planning career goals. The Career Education research project on flexible modular scheduling (TIMES) conducted by the Research Offices of the Admiral Peary AVTS has as its chief goal the development of a computer oriented system for coordinating occupations listed in the Dictionary of Occupational Titles with educational modules in each vocational-technical curriculum, such as that individualized programs of study can be tailored to satisfy the career aspirations of each individual. In other words, students are educated for specific occupational goals; not for a general program. This approach is consistant with the overall philosophy of the school, i.e., "Each student is allowed

to proceed at his or her own rate to his or her own level of ability in areas both of interest and competence to the student."

The first steps taken were to analyze the 20 programs of study to be offered at the Admiral Peary School in terms of educational modules that are typically of three weeks duration. The next step was to list approximately 500 occupational titles obtained from a local market analysis sponsored by Admiral Peary Area Vocational- Technical School. Each occupational title in turn was specified in terms of the educational modules previously described. A typical three-year training program in the vocational-technical school consists of approximately 50 such modules on the average. Thus, as an individual with his or her counselor decides on an occupational goal, it will be a relatively simple matter in most cases to specify a Dictionary of Occupational Titles code number which in turn is related to a suggested program of study that the individual should follow to satisfy that goal. Individuals will be allowed to proceed through the educational modules at their own rate, such that students finishing modules early will be allowed to proceed to other educational modules. Conversely, students not finishing a module in a specified time will be rescheduled in that module so they may finish it satisfactorily. Data entry stations in each classroom will be used to allow students and instructors to transmit module information to the computer. The initial project, involving three grade levels, twenty programs in six Career Areas, and approximately 800 students aspiring for the most part for any of approximately 400 occupations,

presents an enormous challenge for both scheduling and record keeping. The possibilities involved in this type of modular scheduling are not unlike those in a chess game where each move presents a whole different array for future moves. A great deal of systems analysis and computer programming has been undertaken to make these goals compatible with the capabilities of the computer that will be used for instructional purposes in the data processing curriculum of the school.

Abstract

Presenter: Miss Judith L. Bookhamer, Career Education Coordinator, McKeesport Area Schools, McKeesport, Pennsylvania

Topic: "Career Education in Pennsylvania: On-going Projects"

Date: July 31, 1973

Career Education in McKeesport Area School District is not a special event or activity; rather, it is a process - a process that begins as soon as the individual begins to ask questions about himself and about what he will become. Career Education activities are based on the belief that educational experiences should involve individuals in a variety of activities which will help them to become all that they are capable of becoming. In the first year of the program a "unit" curriculum approach was adopted. At the elementary level an occupational area (for example, the hospital) was identified and subject matter was developed around that occupational area. At the secondary level an occupational area related to a specific subject area (for example, the newspaper - English) was selected and developed incorporating the skills of that subject area.

Inherent in the development of the units were the six "elements of career education": (1) subject matter tie-in; (2) occupational orientation; (3) learning excursions; (4) resource persons; (5) hands-on activities; and (6) role playing. All unit planning began with the basic subject matter,

and specific academic skills were identified as necessary skills in occupational areas. These skills were then incorporated into the development of the units.

At the elementary level the theme of Career Education is Awareness. Activities focus on the student's awareness of himself and of the many people who are involved in the world of work. A restaurant unit implemented at the elementary level saw the students learning about liquid and dry measurements, the four basic food groups, vocabulary used in constructing menus, and the use of the money system. Subject matter tie-in allowed students to see the need for learning specific skills. Role playing and hands-on activities (preparing lemon blend as a refreshment, creating menus, taking or giving order, etc.) gave students opportunities to become involved in a variety of activities that developed subject matter. And, as in all activities, students were learning skills that could be used in many "real life" situations, not just in career or occupational activities.

At the junior high school level Exploration is the focus of Career Education; students can identify and explore occupations about which they would like to know more. In a unit based on the "Law", students had an opportunity to investigate many aspects of the justice system of our nation. Activities included involvement in mock trials, construction of courtroom sets, visitation to the local city detective bureau and the city jail, visits from lawyers, parents who had served on a jury, probation officers, etc.

Research activities, vocabulary development, speaking and writing skills, and interviewing were some of the academic skills that received focus during the unit. In addition, elective courses such as photography afforded the students the opportunity to explore not only the basic fundamentals of taking and developing pictures but also the opportunity to see and talk with individuals who use photography in their vocation.

By the time the student reaches the senior high school, the program emphasis shifts to Preparation for one of several outcomes: college, post high school training, or immediate employment. Classroom activities were developed around an academic subject much in the same manner as they were at the junior high school level. Students at the high school level, however, had the opportunity to participate in a "work-related experience". This experience took the interested student into the community to spend anywhere from one to three days with an individual(s) on the job site. Work-related experiences were developed in conjunction with on-going classroom activities as well as in conjunction with the student's interests.

By the end of the 1972-1973 academic year it had become apparent that Career Education activities had to concern themselves with more than just jobs and occupations. Career Education activities should prepare individuals for a total life experience. As a result, four concept areas were identified as being important to the "career

education process": self, society, technology, economy.

If activities are developed utilizing the above mentioned techniques and the four concepts, it is hoped that students will not only come to see how their educational experience are relevant to their lives, but also discern how these activities might afford them the opportunity of learning more about themselves, their interests and their abilities. Likewise, it is also hoped that the student will be able to play some part in the direction of his learning activities.

Abstract

Presenter: Dr. Carroll Curtis, Director, Research Coordinating Unit, the Pennsylvania Department of Education, Harrisburg, Pennsylvania

Topic: "Research in Career Education: What Meaning for Us?"

Date: July 31, 1973

There are at least two ways of looking at the topic which we have been asked to deal with this afternoon. We could ask, "What has the career education movement done to/for vocational education research?" or "What has the research done to/for career education?" Dr. Dittenhafer, Mr. Lewis and myself will touch on both interpretations as we go along for the next hour or so.

One of the more significant features of career education as we see it is its generality. The absence of a precise definition has probably caused career education to take on as many meanings as the word education itself. This has been chaotic but at the same time functional. Educators in many different subject areas frequently react "This is what I have been trying to do all along." At least educators had no problem seeing a role for themselves and, in many cases, attacked career education with new enthusiasm.

One of the more significant contributions of career education and the philosophy surrounding career education has been the emphasis placed on the schools as the preparation place for careers. The fact that such areas cannot be viewed as discrete, pure, self-serving disciplines but rather must be treated as a network or interlocking skills of such nature designed to be of some real value to their clients as they continue through childhood, adolescence and adult-

hood. This requires us to pay attention to the perennial question, "Why do I need to learn this?" The why is answered by research that determines what skills are needed to progress toward and through one's career. This includes personal and social development, job or task analysis and research on synthesizing ways of presenting occupational information. The question will be answered for the students by relating and adapting where necessary the subject matter to real life problems.

At the same time, career education tells us that school is not the only place that education occurs. We are looking for more and more ways of recognizing and taking advantage of these external learning experiences. Some research implications for this seem quite clear. The needed research has moved away from the arena of the theoretician and into the real world of the classroom and the place of employment.

Another aspect of career education is the subject matter. The subject matter of career education has shaken the traditional parameters of vocational education. Our funding and responsibilities are limited to serving vocational education. Dr. Dittenhafer will go more deeply into this so I will just say that the wall of separation of the vocational from the academic has been weakened by the career education movement. Hopefully, we can look at it positively by saying that the cooperation between the vocational and the academic has been enhanced. The questions as to whether subject-oriented educators can take full advantage of the opportunity still remains.

Another major meaning career education has had for us is in the definition of clients. Career education is continuous education. It does not begin in grade 10 and end with graduation. It begins as soon as children are old enough to understand the most simple aspects of work, money, etc. It may extend through several careers for any individual. The areas of research must respond accordingly, filling in both directions from the traditional secondary and postsecondary programs.

A typical problem facing those who have been implementing career education in the last several years has been the lack of appropriate materials. This situation probably no longer exists. In fact, the opposite might be the case. Indications are that reports and curriculum materials from the many funded career education projects are beginning to be published in large numbers. In addition, commercial production of career education materials has been greatly stimulated. Instead of scarcity, the problem may be one of sorting out the materials which are of real value from the ones which are just a rehash or renaming of old materials.

Mr. Rozman from VEIN, who will be speaking to you later this afternoon, will acquaint you with services they offer to help identify appropriate materials.

Abstract

Presenter: Dr. Clarence Dittenhafer, Research Associate, Research Coordinating Unit, the Pennsylvania Department of Education, Harrisburg, Pennsylvania

Topic: "Activities Funded by the Research Coordinating Unit: An Overview"

Date: July 31, 1973

The RCU operates through a joint federal state fiscal partnership. The arrangement originates from the Vocational Education Act of 1963 and its subsequent amendments in 1968. These acts require that 10 per cent of Pennsylvania's federal vocational allocation be used for research and related activities (Part C). The act also requires five per cent of Pennsylvania's federal vocational allocation be used for exemplary programs.

The dollar amounts of approximately one million in Part C and .5 million in Part D for Pennsylvania seem impressive, however, the reality of the situation is somewhat different. First, Part C monies are used to support the RCU operation in Pennsylvania (approximately $100,000 annually). Secondly, Dr. Marland in his desire to propagate the career education concept withheld 50 per cent of each state's Part C allocation for his discretionary use. The withholding tactic drew a great amount of unexpected fury from the states and Dr. Marland had to revise his decision. I say revise because he still held the purse strings, but dictated to states how their allocation was to be used. Naturally, each state had to submit proposal(s) to the USOE outlining how the

money would be used to implement career education. Upon acceptance of the proposal(s) by Washington, a state was given its discretionary allotment.

The discretionary monies in Pennsylvania are supporting career education projects in Philadelphia, McKeesport, Meadville, and Ebensburg. Thus, an allocation of approximately one million dollars was reduced to approximately $400,000 to support vocational education research in Pennsylvania.

The Part D allocation suffered a somewhat similar fate in that the enacting legislation provides for 50 per cent of the monies be held in Washington for discretionary use. However, a state's allotment could be used to support national projects and not just those in a particular state. Thus, Pennsylvania's available Part D funds were approximately $260,000. Applications for the discretionary monies under Part D are presently being prepared subsequent to USOE evaluation and grant awards.

The RCU awards grants to public and private educational agencies in the state on a proposal basis. The proposals are usually non-solicited. However, priority research may require the RCU to seek a competent agency to perform needed research.

Currently, funded projects group themselves into several basic categories. These are: curriculum studies, manpower activities, guidance and placement, and instructional delivery systems.

A special category (Part C) involves high risk research by teachers and/or graduate students. The RCU supports the latter research through a mini-grant program. The program involves token fiscal assistance (maximum $500 for teacher research and $1,000 for graduate student research) for research in areas perpherial to vocational education. The grants are awarded on a competitive basis after review by Departmental readers. Graduate student research requires an advisor's approval before a proposal can be considered.

Pennsylvania's Part D exemplary projects are all in the guidance area. The projects include PENNscripts (a manpower information system) and Career Resource Centers. The latter are basically a dissemination mechanism for providing career information. Hopefully, the information will help students make more realistic career decisions.

In summary, I would encourage each of you to review our research handbook. If you have an idea or activity that might qualify for funding, don't hesitate to contact us in the Department of Education.

Abstract

Presenter: Mr. James P. Lewis, Research Associate, Research Coordinating Unit, the Pennsylvania Department of Education, Harrisburg, Pennsylvania

Topic: "Evaluation of Selected Career Resource Centers in Pennsylvania"

Date: July 31, 1973

This was a completed study that evaluated five career resource centers in Pennsylvania: Johnstown, York AVTS, North Hills, Springfield and State College.

The CRCs were successful in organizing and maintaining all the hardware and software; however, they were somewhat unsuccessful in keeping career software materials up-to-date and helping pupils find career materials. The overall attitudes of pupils and teachers toward the CRCs were significantly higher toward the guidance program than the attitudes of the pupils and teachers in the control schools. Exposure to the CRC or the regular guidance program was not sufficient to cause significant changes in pupils' scores on the Pennsylvania Occupational Questionnaire or Vocational Development Inventory.

The CRCs were successful in helping parents become active and concerned in the career development of their children and were successful in utilizing community resources in fostering a better understanding of the relationships of education to work.

It was recommended that all career materials found to be outdated should be eliminated and that a scheduling system be established to prevent the use of the center by more than 10 pupils at a time.

Abstract

Presenter: Mr. Robert A. Nagle, Director, Lehigh County Vocational-Technical School, Schnecksville, Pennsylvania.

Topic: "Career Clusters in Career Education"

Date: July 31, 1973

A. How we came upon the Cluster Approach.

1. Dr. Dutt, former assistant at previous school, started his dissertation on Individualized Instruction.
2. We were nagged at the thought of 9th graders being forced into specialization.
3. We are further concerned about the vast number of shop change requests from students.
4. We are further concerned about the D.O.T. description of 26,000 titles.
5. Lately we hear so very much about Career Education for all -- not just a few.

B. I am not selling my ideas but rather reporting what we have learned with a little investigation!

1. Most young people change occupations 4 to 5 times during their working lives (Grant Venn).
"We must adapt students to change."
2. There is a need to provide students with a greater degree of mobility -- we have a mobile society (Bureau of Census).
It is our concern we cannot plan solely in terms of our local community.
3. "There is a need to provide individuals with versatility for new positions being created each day." (Department of Labor) Film 1999 by Philco Ford.
4. There is a need to provide students with greater flexibility in occupational patterns.
Most youngsters have a broad range of interests and capabilities. It is becoming more generally recognized that early training, even at the college level, should be broad enough to give students the background for a group of related occupations.
We simply feel concerned that a 9th grader is not mature sufficiently to make specific choices.
We are confronted with the concern of "Generalist vs. Specialist".

C. Panel of Vocational Consultants to HEW - 1963

"Basic Vocational Education Programs should be designed to provide education in skills and concepts common to clusters of closely related occupations. The curriculum should be derived from tasks analyses of the occupations included. These students

should receive specialized or more advanced training later or in post-secondary schools."

It is interesting to note that the 1972 Federal amendments do deal heavily in this vain.

D. Finally, may I refer you to : Business Week, (September 1972), "The Job Gap for College Graduates in the '70's."

The Lehigh County Dilemma

A. We just opened our new school in 1971 -- opened it to full capacity, serving 1900 students representing 13 to 14 percent of student population in 43 different traditional labs.

B. We are receiving applications from approximately 30 percent of students.

C. We are also receiving our fair share of student change requests.

D. We are being urged by Secretary Pittenger to be flexible.

E. We are being told to channel Federal money into Disadvantaged and Handicapped.

F. Finally, we are being told by our Board to plan for a new building to serve 3800 students in the next few years.

It is our concern that if we must again spend 5 to 10 millon dollars to build, we want to not only provide space, we also want to improve curriculum thus improving the delivery system --

"It is a question of Quantity vs. Quality."

We are looking very closely at developing our school to:

First Level Cluster Concept (usually 10th grade) and build our new addition for this.

Second and Third Level - Specialty:

We do not see our approach as a complete break with tradition, but as an evolution.

a. We have looked at Bryan Fluck's program of modules and find a lot we can use to help us. We sees D.O.T. approach.

b. We have looked closely at what they are doing in Georgia, where all schools are on cluster or family of occupations in Second Level.

c. To some degree our school already is using a modified cluster under the guidance of Mr. Rowe, Asst. to Director --

Example: Pipe Trades

Students rotate between 3 or 4 teachers, and we draw commonalities, of the trades, which can be taught to all by the expert from within that department.

I think the Cluster Concept can best be explained if I read this short definition by Nevin R. Frantz:

EXPLANATION OF THE CLUSTER CONCEPT
APPROACH TO VOCATIONAL EDUCATION

The cluster concept approach is a form of vocational education which is directed toward the preparation of individuals with skills, knowledges, and attitudes required for job entry into a family or cluster of occupations. It's basic premise is the development of individuals with job entry capabilities for a number of related occupations rather than in-depth preparation for a specific, single occupation.

The cluster concept approach to vocational education differs from conventional vocational education in terms of scope and depth. The typical vocational education program is designed to prepare an individual extensively for a specific occupation such as carpentry, masonry, or plumbing. The cluster concept would provide an individual with job entry competencies for several occupations found within an occupational cluster such as construction. The approach does not purport to produce a highly skilled craftsman, but job entry competencies for a number of related occupations. (Dr. Frantz is Assistant Professor, Division of Vocational Education, The University of Georgia).

Because of the student numbers we forsee, we are looking at many of the following areas:

1. Construction Occupations
2. Drafting & Design Occupations
3. Food Service Occupations
4. Metal Working Occupations
5. Electronics Occupations
6. Personnel Services Occupations (Health, Motel, etc.)
7. Electro-Mechanical Occupations
8. Marketing & Distribution
9. Agriculture - including environmental & recreational
10. Graphic Arts (Commercial Art, Printing)
11. Automotive Cluster
12. Textiles

Many may say this is Industrial Arts - No!!!

Our goals are different. We want to achieve job entry competencies so one can enter industry at an entry level or move into one of our specific labs for in-depth training.

Abstract

Presenter: Mr. John E. Slimmer, Jr., Elementary School Counselor, Chambersburg Area Schools, Chambersburg, Pennsylvania.

Topic: "The Elementary and Middle School Counselor's Role as a Consultant in Developing Career Education Programs"

Date: July 31, 1973

There is a general understanding among leading educators that career information should be presented to children beginning in Kindergarten.

U.S. Commissioner of Education Sidney P. Marland sees as one of the models for career education a "restructuring" of elementary and secondary school curricula in order to familiarize children with "basic information about occupations from the primary grades up, and build a career orientation into academic subjects all along the line" (Guidepost, December, 1971).

With this emphasis, vocational-occupational guidance programs are mushrooming in elementary and secondary schools throughout the country. Though such programs show evidence of thoughtful planning, in too many instances there is a lack of systematic organization including little evidence of review and implementation of the available research literature on career development and career education. It is too often assumed that classroom teachers have the training and expertise to successfully integrate career materials into the school curriculum.

As a result, career exploration (of the world of work) has become something casual and incidential within the elementary and middle school curricula. There are too many misconceptions about career

exploration and development as they relate to children in the elementary and middle school grades.

Educators will have to face many challenging problems in their efforts to integrate career information into the total school curriculum. Therefore, it is essential that they turn to the elementary and middle school counselor for consultation.

As a consultant, the counselor can make unique contributions to teachers, curriculum specialists, and administrators by providing accurate information about the child and his world of work. Knowing which developmental vocational-educational experiences have relevance to the child and his self-concept, the consultant may be able to assist in developing innovative and well-structured career education programs that are informational, attitudinal, and experiential. He must encourage them to foster programs designed to widen the child's horizons and to enable him to make wise decisions, accept responsibility, and to recognize the importance of mastering basic academic skills while in school, thus integrating the school and the world of work.

Through consultation, the counselor can help educators become more cognizant of career development as part of the total development of the child. Therefore, a program in career education must be thought of as a continuous and on-going process by which the child, as an individual, can formulate, evaluate, and refine his perceptions relating to himself and the world of work.

Reference

American Personnel and Guidance Association. "Marland Stresses Career Education; Challenges Counselors," Guidepost, Volume 14, No. 4 (December, 1971), pp. 3-4.

Abstract

Presenter: Mr. James Wilson, Career Education Project Director, Washington County Bureau of Education, Hagerstown, Maryland

Topic: "Career Education: Where Do We Go From Here"

Date: August 1, 1973

I am not here to talk today about why we should have Career Education, because I submit to you that whether you or I like it or not, whether you or I admit to it or not, whether you or I are afraid of it or not, Career Education is here to stay. Career Education is here because it has been requested, it has been demanded, if you will, right now by our community. I also personally feel that the reason that we are not going to get away from Career Education very soon is that communities will not let us. The community is going to demand from us new responsibilities through this new term - Career Education.

In Washington County, Maryland we started out by taking elementary (K through 5) and developing supplemental activities in the social sciences. In the part year we involved twelve teachers to write supplemental curriculum activities in four pilot schools. Eighty teachers in four schools had access to these materials and all eighty of those teachers were able to report to us in terms of what worked, what didn't work and what they would suggest beyond that activity, etc. We have

assimilated this information and we are using it in the final document which is a revision of supplemental activities K through 5. By going that route, four schools were involved and twelve teachers participated while eighty teachers had access to the materials. We just completed a workshop of grades 6, 7, and 8 involving teachers from three counties. In addition, we developed supplemental activities in grades 6, 7, and 8 on a three county basis. These materials will be disseminated in rough draft form for their use during the school year. Once they are used, we will develop a final report at the end of next year. These are the kind of steps that you have to take slowly. Again, I refer back to your anxiety of going back to your school and saying that we need to do something quickly in Career Education. May I suggest that you take a look at what has been developed, but don't "re-invent the wheel." You will need to know how and where to get these kinds of materials.

Now, I would like to talk about how I see Career Education and where it is going from here. I'm not going over the do's and don'ts of what you need to do when you go back to your school. Let me tell you what we've done from four years up to now. Four years ago, the state department said they would like to put one person up on the Western Maryland region to plant the seed for Career Education. So they gave me a secretary and there were two of us to go to all three counties to talk, get to know super-

intendents, get to know these people. We'd say we'd like to sit down and talk to you about Career Education, and they would ask what that was. I'd tell them and they would say, "Oh, you mean vocational education." I'd tell them again; because that's not what it is. Vocational skill training is one of the other five components of Career Education. Career Development is the decision making process and more or less the guidance component of Career Education. A fourth component of Career Education is the business-labor-industry or the community component. A fifth component as we see it in Maryland is the home-family involvement in education. Now, when you put all those five things together and call it Career Education, you can get away from that small fear of a teacher going back and having to do certain specific things immediately in the area of talking about jobs.

We started four years ago to plant these seeds and from that we now have developed the elementary materials that we told you about. At the middle school level last summer we had an experience for 8th grade students to come into the Vo-tech center and explore clusters.

At the senior high school our thrust was in guidance counseling and the community aspect of job placement, job information, etc. We took two major schools of about 2000 each, and we attempted to turn their complete guidance system around. Instead of having a guidance department, we now have a career guidance center. One

principal became so interested that he used classroom space to make a counseling suite. Previously each counselor had been in one area of the building. We pulled all of them together, we put para-professional in there, we put all the career learning information there. These counselors now worked on a team approach and they selected their own leader. Having decided that all of them should be career counselors, they selected the area of competency that they felt most comfortable in working with and we got off and running to a truly career oriented guidance approach that had some meaning to it. The counselors could come back to me and say "This is what we are all about, and this is what we are doing."

Next, we assigned a person to involve the community in Career Education. We placed a person in those two schools called a job developer analyst, who is not, by the way, in education, but who gathers information to bring back so that counselors can disseminate it. Not only is it important to come back and tell us what job opportunities are out there, but to tell us what is not out there as well. We have a raft of kids running around out there with unrealistic goals. Unrealistic goals are probably one of the worst things that we have to deal with in the whole school. You stop and realize that we have a whole "bunch" of kids who'll say "we're going to work at Fairchild Aircraft when we get out." Well, Fairchild Aircraft in Hagerstown, Maryland, hasn't hired anybody

in thirteen years on a permanent basis. Now something is wrong with that goal and counselors should help these students reassess their career objectives.

One of the additions to our program was to bring in an industrial relations coordinator, that is, a person from industry who had not only worked for a power company for seven years, but had taught seven years as well. His sole responsibility is to go out and bring in resources and act as a liason between industry, business and education. As a result of this, we're getting more companies to start programs for kids, to help us out, to find out what Career Education is, and to take kids on tours.

This year we're going to take five major career clusters and develop media and materials (video tapes, etc.) on a local three county level. We will take the areas of construction, transportation, health, recreation and hospitality, and manufacturing, and do total programs on those career clusters. We're going to show opportunities for jobs and training, the opportunities in community colleges, in four year colleges, in vo-tech schools, and in adult education programs, etc. This material will be localized and not canned. And the kids want it that way! Then we're going to supply this material to career learning centers for kids to come in and use. We're also working with Frostburg State College to put together in-service and pre-

service packages in Career Education. They are also to develop three courses in Career Education that will be initiated and implemented at the graduate and hopefully undergraduate levels next year.

We also started a course in industry visitation for counselors, teachers, and administrators. We're setting up a sixteen week course whereby teachers will be released from school to go out and tour two major industries. They will start from the loading dock and continue all the way through the accounting office. The industry has personnel ready to tell them about every aspect of what goes on in that company. We experimented with this in the spring, and the teachers have told us that this is the best course that they have ever taken in any institution in Washington County. They want to know when it will be repeated again. So now this semester we're doing it in Alleghany and Washington Counties. We hope if you get a chance, you can come down and share some ideas with us and we'd be glad to explain to you what we're doing.

We are hoping to start an internship program in Career Education next year. We're going to ask teachers to take sabbatical leave at half salary for a semester, and get fifteen hours credit for working in the state of Maryland on Career Education projects. I will have six people assigned to me to work in different areas in Career Education so they know what it is.

In addition, one of the things that I'm trying to dispel is the view that Career Education should be a project. Remember, projects are going to end; they are fads. Career Education is not a project. People say, "When in the world are people in education ever going to realize that there's a whole lot more out in the world than just books and academia. There's a whole lot of experiences out there that they could have while in school if you could just get them there." I'm glad someone is asking that question because for a long time I wondered if I was just talking to myself about Career Education. But if there are truly people out there -- all through the country -- that are just looking for ways to do something a little different from what we're doing to bring the real world into education, then I think my job is worth it. You can do an awful lot to help by looking around in the community and seeing how many are looking for ways to help.

Seminar Consultants

Dr. Richard C. Rhodes, Chairman, Department of Counseling,
Shippensburg State College, Shippensburg, Pennsylvania

Topic: "Developmental Tasks and Coping Behaviors
in Career Education."

Dr. Harry Sweely, Professor of Psychology,
Shippensburg State College, Shippensburg, Pennsylvania

Topic: "The Self Concept and Career Decision Making."

Mr. John Slimmer, Elementary School Counselor,
Chambersburg Area Schools, Chambersburg, Pennsylvania

Topic: "The What and How of Career Education Learning Units."

Dr. Michael A. Ciavarella, Professor of Counseling,
Shippensburg State College, Shippensburg, Pennsylvania

Topic: "Career Development in the Curriculum."

Dr. Michael A. Ciavarella, Professor of Counseling,
Shippensburg State College, Shippensburg, Pennsylvania

Topic: "Career Informational Materials: Exploring
Their Use in Career Education."

Mr. Elmer Hensler, Career Information Specialist,
Pennsylvania Department of Education

Topic: "Pennscript and Other Informational Resources for
Teachers and Counselors."

Mr. James Wilson, Director, Career Education Project,
County Board of Education, Hagerstown, Maryland

Topic: "Career Education at Hagerstown:
What Implications for You?"

Mrs. Nancy Pinson, Career Education Specialist, Bureau of
Vocational Education, Maryland State Department of
Education, Baltimore, Maryland

Topic: "Career Education: Final Tips on Getting
Started, 1974-75."

CAREER EDUCATION EVALUATION

1. What changes have you made in your teaching program because of your participation in the Career Education Project:

"Teachers were encouraged to relate subject matter to career opportunities - each month featuring a different career cluster. Career experience programs (called internships) were initiated for seniors, utilizing community resources. Career Resource Centers were set up in the high school campuses (2) to be used by teachers with their classes. There was more emphasis on Careers during the year - more community consultants invited to the buildings."

"In the classroom, I've tried to incorporate careers and jobs with the actual teaching of English and foreign languages. Students interviewed different people who held what seemed to be interesting jobs to them. Foreign language students explored jobs that make use of languages, etc."

"Complete revamping of curriculum guide for Vo-tech and general English. Able to establish a rationale for the study of English with all classes. More activities involving 'doing'."

"None - so far it is all talk -- which is good!"

"Established representatives from business, industry, and the professions came to the high school on a weekly basis. We established a weekly regularly scheduled program of career and vocational films. Initiated a priority system of counseling based on lack of career information."

"Added equipment and convinced my principal of need to expand Career Education to involve teachers."

"I've contacted Personnel Directors to find out what they want in students. Encouraged faculty to incorporate Career Education when making up interesting units in class. Introduced the concept and its importance to my club as advisor."

"I implemented some very brief units to aid pupils in their thinking about the world of work. We had a career day when outside people came to our school to speak about their jobs. Pupils attended seven of these seminars. Whenever a discussion warrants a plug for Career Education, I pursue that idea further."

"In our building, each Friday afternoon has been devoted to Career Education for all fourth and fifth grade students. We have used parents, other resource people, and the vo-tech school in our projects. Also numerous field trips to see Career Education at work."

"I really haven't changed my teaching program because of my participation in this Career Education project. I have always (3 years) done a Career Education project with my fifth graders in my Language Arts sections as a research project. As a result of the workshops and the project, I have changed my goals and my techniques I formerly used. I am now more aware of introducing my children to various clusters of careers; of emphasizing their interest to develop the 'self-concept'; and of using the community as a valuable resource for my project."

"We explore careers more. Send students to use library in exploring different careers. On bulletin boards show want ads of jobs available in different careers. Use phone directory."

"Greater awareness of careers."

"I do not teach. But I have tried to get others to incorporate Career Education."

"We have established a cooperative education program for general students who are seniors. These students attend classes in morning and go to work stations in afternoon."

"Placed more emphasis on technical jobs - helping students become more aware of further training in technical areas, helping students become more realistic concerning career choice."

"Have tried to convey information to the teaching staff concerning Career Education concepts, current trends, etc., which includes the use of a teacher in-service day."

"I never had thought about looking at other cultures from a 'work' point of view. As a World Culture teacher, I have attempted to do this and it has resulted in better interest."

"More involvement in career exploration and preparation along with value clarification has been implemented into various curriculum areas in the secondary level at our school. Administrative awareness of Career Education has been stimulated."

"We have a separate and complete unit on Health careers (my subject) which will help the student in realizing what is available."

"I have added to my total program in the classroom and have started looking into the state plan, what laws effect Career Education, and what should be done to establish a work study program."

"Added Career Education to the guidance program."

"Have increased emphasis of careers in relation to course content. Developed a unit of six weeks to study careers of interest to the class."

2. What changes do you plan to make as a result of the workshops and seminars?

"Two work-experience/career experience coordinators will be hired for '74-'75 to talk care of the needs of 16 years olds and older. More emphasis of career development will be made by teachers through curriculum next year."

"I'm going to try team teaching with students using more than one subject to arrive at a career possibility."

"I have chosen to give up my position as teacher of college-prep classes and experiment with four classes of non-academic tenth graders next year."

"Refocus our guidance department by outlining specific objectives. Implement better dissemination of information for students as well as teachers. Engage in gainful discussions with administrators and department heads. Have personnel offices interview students at school."

"We plan to continue our career day and broaden it. We plan to have more small units in classrooms on career education."

"To seek out more employment areas in the community, to use more visual aids in areas of community employment."

"Trying to establish a career resource center through use of federal and local funds. Also developing a program (3 phase) for our middle school concept in conjunction with the primary and high schools."

"I will develop World Cultures from a work/occupation viewpoint, although very little material is available."

"More 'school-wide' involvement in Career Education is planned, with or without Title III funds."

"I added to my total teaching plan a unit of work related activities. Also I have placed six students into the community for work."

"Will re-write the course with emphasis on Career Education through junior-senior high Industrial Arts program. Start and update work or occupation files for students with information on community occupation availability."

3. In what ways has the concept of Career Education changed your way of thinking about the relationship between what is taught in the classroom and what is needed in the world of work?

"The two should not be isolated. The student should be more aware of why he's studying what he is and see the value of it for the world of work."

"I have always felt the need to be 'practical' and believe that the potential was present. However, the concept and its promulgation served to materialize the potential."

"I think I have always had the concept of Career Education, maybe being a business teacher before a counselor may have developed this. I do think my concept has been broadened by participating in the project -- needs at different levels."

"I feel it has given me a better understanding of Career Education and can now see and agree with the idea of more work at the elementary level."

"The lack of interest in students in the representatives and films plus the lack of backing of classroom teachers in these programs, I still find it hard to believe high school teachers will become career concerned over the subject matter presentation. I do believe the elementary and middle school teachers will be the saving grace."

"Education can be more exciting and challenging for our students. Education should be practical rather than mere academic exercise."

"Prior to this workshop I thought of Career Education as relating to the individual and his job. Now I realize that we should learn about many jobs, so that we greatly may appreciate everyone's job. Pupils may discover through Career Education a suitable job that they were unaware of previously."

"It truly has shown me that there is a connection and that there are people who are really interested in them -- I'm one now!"

"Students must be made more aware of the great and needed careers. They must explore different fascents of work, learn to enjoy work, and to be happy in what one does."

"It has changed my concept. The big task is to change the administrators' thinking and instill new concepts."

"I feel the entire staff must be involved as well as business and industry. It is also necessary to provide more realistic work in classrooms (utilize entire community resources) and less theory."

"Teachers need to see the need of making classroom activities become more relevant to actual work."

"We must become more career oriented and vocationally relevant as far as our educational policies are concerned."

"It has made me realize that much of what we all teach is of little value and the need to make academic subject matter relate to everyday experience."

"I have always felt that education should be related to careers and that education had a responsibility to inform students about opportunities. The Career Education models and cluster approach gave me a formal way of organizing Career Education development throughout a child's school career."

"The need for overall exploration into 'careers' instead of premature choices has been the biggest change in my thinking about the relationship between what is taught in the classroom and what is needed in the world of work."

"Brought more awareness of the value and need for all occupations to community living and the structure of the American Society. Lead me to give more consideration to others' occupations and their personal reasons for selecting their occupations."